THE CENTRAL STATES SPEECH JOURNAL

ILLINOIS
INDIANA • IOWA
KANSAS • MICHIGAN
MINNESOTA • MISSOURI
NEBRASKA • NORTH DAKOTA • OHIO
OKLAHOMA • SOUTH DAKOTA • WISCONSIN

VOL. VI
NO. 1
FALL
1954

Feature Articles in the Areas of

- ★ DEPARTMENT ADMINISTRATION
- ★ RESEARCH TECHNIQUES
- ★ SOURCE MATERIALS
- ★ SPEECH EDUCATION
- ★ COMMUNICATION
- ★ FORENSICS

SAA and CSSA Convention Previews . . . Pages 16-17

SAA—Conrad Hilton Hotel, Chicago, December 28, 29, 30.
CSSA—Hotel Jefferson, St. Louis, April 1-2, 1955

Officers of the Central States Speech Association, 1954-55

President: Max Fuller, Grinnell College (Iowa)
President-elect: Charles L. Balcer, Detroit Lakes High School (Minnesota)
Vice President: Marion Stewart, Champaign Senior High School (Illinois)
Executive Secretary: Wayne N. Thompson, University of Illinois (Chicago)
Editor, CSSJ: Kim Giffin, University of Kansas
Immediate Past President: John Dietrich, University of Wisconsin

Central States Speech Journal Staff

Editor: Kim Giffin, University of Kansas

Assistant Editor: William Conboy, University of Kansas

Business Manager: Wayne Thompson, Executive Secretary of the Central States Speech Association, University of Illinois (Chicago)

Consulting Editors

Public Speaking, Public Address, Rhetoric, Discussion, and Debate:

Charles Balcer, Detroit Lakes, Minn., High School
Winston Brembeck, Univ. of Wisconsin, Madison
Lionel Crocker, Denison Univ., Granville, Ohio
Hugo Hellman, Marquette Univ., Milwaukee, Wisconsin
Russell T. Jones, Ottawa Hills High School, Grand Rapids, Michigan
John Keltner, Univ. of Oklahoma, Norman
Lester Kremer, Washington High School, Sioux Falls, South Dakota
William Sattler, Univ. of Michigan, Ann Arbor

Audiology, Speech Correction, Phonetics, and Speech Science:

Bryng Bryngelson, Univ. of Minn., Minneapolis
Grant Fairbanks, Univ. of Illinois, Urbana
Allen C. Goodman, Washington Univ., St. Louis, Missouri
Norma Hanson, Lincoln, Neb., Public Schools
John Irwin, Univ. of Wisconsin, Madison
Norma Lee Lucas, Clayton, Mo., Public Schools
Max D. Steer, Purdue Univ., West Lafayette, Ind.

Radio and Television:

Ben G. Henneke, Univ. of Tulsa, Tulsa, Okla.
Howard Hovey, Eau Claire, Wis., High School
Armand L. Hunter, Mich.,State College, E. Lansing
Sherman Lawton, Univ. of Oklahoma, Norman
Francis Short, Russell, Kansas, High School
Harrison B. Summers, Ohio State Univ., Columbus
E. William Ziebarth, Univ. of Minn., Minneapolis

Dramatic Arts, Theater Education, and Oral Interpretation:

Roger C. Anderson, Roosevelt High School, Des Moines, Iowa
Mary Blackburn, Granite City, Ill., Community High School
Dorothy Colonius, Alton, Ill., High School
Louis M. Eich, Univ. of Mich., Ann Arbor
Warren Lee, Univ. of South Dakota, Vermillion
Lee Norvelle, Ind. Univ., Bloomington
Waunita Taylor Shaw, Drake Univ., Des Moines, Iowa

Speech Education:

Paul Gauger, Univ., of Wis., Madison
Howard Gilkinson, Univ. of Minn., Minneapolis
Carrie Rasmussen, Madison, Wis., Public Schools
Loren Reid, Univ. of Missouri, Columbia
Karl F. Robinson, Northwestern Univ., Evanston, Illinois
Hugh F. Seabury, State Univ. of Iowa, Iowa City
Fred S. Sorrenson, Ill. State Normal Univ., Normal

General Speech and Communication:

C. M. Babcock, Mich. State College, E. Lansing
Orville Hitchcock, State Univ. of Iowa, Iowa City
Leroy T. Laase, Univ. of Nebraska, Lincoln
Irving J. Lee, Northwestern Univ., Evanston, Ill.
Ralph G. Nichols, Univ. of Minn., St. Paul
W. Hayes Yeager, Ohio State Univ., Columbus

The Central States Speech Journal is printed in November and March by the Allen Press, Lawrence, Kansas.

Subscriptions, including membership in the Central States Speech Association, are $2.50 per year. Sustaining memberships (including both Journal and Convention Fee) are $5.00. Single copies of the Journal are $1.25. Subscription orders should be addressed to Wayne N. Thompson, University of Illinois, Chicago, Ill.

Correspondence concerning manuscripts and other items for publication (except advertising) should be sent to the Editor. Advertising orders should be sent to the Executive Secretary.

The Central States Speech Journal

VOL. VI, No. 1 FALL, 1954

TABLE OF CONTENTS

OPEN LETTER FROM THE PRESIDENT 2

THE IMPORTANCE OF PERSPECTIVE IN COMMUNICATION
C. Merton Babcock 3

THE ADMINISTRATION OF HIGH SCHOOL FORENSICS IN WISCONSIN . . . . . *Herman H. Brockhaus* 7

ADMINISTRATIVE POLICIES AND PRACTICES IN UNIVERSITY SPEECH DEPARTMENTS . . . . . *Leroy T. Laase* 9

THE SPEECH TEACHERS LIBRARY 13

IN PROFILE: "THE OTHER TRUEBLOOD" . . . . . *T. H. Dudgeon* 15

CONVENTION PREVIEWS 16–17

SPEECH EDUCATION FOR UNION LEADERSHIP . . . *George L. Hinds* 18

BIAS IN THE MULTIPLE CHOICE QUESTION . . . . . *Sam L. Becker* 20

PROPOSED AMENDMENTS TO THE CSSA CONSTITUTION 24

REPORT OF THE ANNUAL BUSINESS MEETING 24

CSSA FINANCIAL REPORT 25

OFF THE BOOKSHELF 26

Open Letter from the President

Whenever I pick up a paper or news magazine these days, my eyes seem to rest on some article discussing a critical problem facing the teaching profession in the mid-twentieth century. I am thoroughly briefed on the teacher shortage, on the need for increased salary scales for teachers, and on the need for changes in the curricula of teachers' training programs. But it occurs to me that nothing much is ever printed about the most critical problem we are facing—a problem which should be of special interest to those of us who belong to the Central States Speech Association. At least, this problem is seldom publicly discussed in relation to our profession.

We are all too familiar with the terrifying increase in "isms" which seek to substitute insinuation and innuendo, fuzzy emotionalism, and complete demagoguery for calm logic, a reasoned approach, and free public discussion in handling of controversial questions. What is happening to the teaching profession when matters of public concern can not be freely discussed in the classroom because some pressure group in the community has labeled them "controversial"? How can we develop qualities of effective leadership in our students when, as teachers, we fear to take an unequivocal stand because unsupported accusations may destroy our chances for advancement or even professional survival?

During the years since World War II as I have had increasing contact with executive training and development programs in industrial organizations, I have been struck with the frequency of the demand for young men and women who have the ability to solve problems, to think straight, to deal effectively with people, and above all, who have the skill to communicate easily and accurately with all levels within a complex organizational structure. There are not as many such people as we might suppose. In spite of the expressed goals of our educational institutions, in spite of the results we achieve from time to time in our classes and in our extracurricular activities, the supply still is woefully inadequate.

If there ever were a group of teachers who should be equipped to meet this particular problem, it is those who have been trained in speech. Because this letter is addressed to members of the Central States Speech Association, some of you may feel that I am "preaching to souls already saved." I am sure that this is true as far as intentions are concerned; but let's take a fresh look at our day-to-day practices.

Is it possible that some of us are confining our best efforts in teaching to the relatively few who are active in some extracurricular activity?

How long has it been since we sat down and looked with a coldly critical eye at our course plans, weekly assignments, and most important of all—at our general objectives and goals? The methods we have been using for the past few years are not necessarily the best possible ones.

Are we utilizing to the fullest extent possible the opportunities to cooperate with other departments and schools in areas where we have something significant to contribute? It is easy to become so immersed in our own projects that our department becomes isolated from the rest of the institution.

Are we still operating on the basis of our last personal experience at graduate school, or have we made a concerted effort to keep abreast of new developments and the latest research in our special field?

It is my firm conviction that we in the speech profession have a truly significant responsibility for teaching our students how to think clearly, how to express effectively to others the results of that thinking, and above all, how to participate intelligently in controversial matters without creating bitter conflict. For controversy is the essence of the democratic system. Let us not allow this concept to go by default.

Max Fuller

The Editorial Policy of the Central States Speech Journal

Our editorial policy is based upon the following four concepts suggested by the Central States Speech Association Advisory Council:

1. Two issues annually, 32 pages each, published in November and March; deadlines are October 15 and February 15.
2. Services performed well by the *Quarterly Journal of Speech* and other periodicals should not be needlessly duplicated.
3. Emphasis should be placed on ideas which are useful to the classroom teacher.
4. All areas of our profession, including drama, speech correction, radio, etc., should be represented effectively.

Manuscripts most acceptable will be those which satisfy the above requirements. Suggested length is "less than 4,000 words."

The style most desirable is that suggested in the "M.L.A. Style Sheet." (Write to the treasurer of the Modern Language Association of America, 100 Washington Square East, New York 3, New York; price, 10c.)

Manuscripts submitted for consideration will be evaluated by a panel of consulting editors.

Manuscripts should be sent to Kim Giffin, Editor, *Central States Speech Journal*, Department of Speech and Drama, University of Kansas.

The Importance of Perspective In Communication

C. Merton Babcock

The most serious hitch in any concerted effort to insure the proper education of American youth is aptly pointed out in the parody of a familiar proverb: "You can send a boy to college, but you can't make him think." And yet educators are expected to find a reasonable answer to this poser.

Society's critics have deplored the apparent fact that a college education has become more a matter of social expediency than of intellectual maturity. Clifton Fadiman, for example, says "the school becomes a useful place to quarter and divert the youthful citizen until he is old enough to produce and consume."[1] He argues that the school cannot teach the virtues of attentiveness if the society of which it is a part indoctrinates the child hourly with the virtues of inattentiveness.

What may be called the Cadmian curse in higher education is the "shameful" and "deplorable" inability of college students to express convictions and ideas in clear, forceful, idiomatic, and graceful English. The persistent pox of verbal inefficiency among students exhibits itself in numerous ways: imitation, insincerity, distortion, ambiguity, and superficiality. The purposes of the present paper are: to specify the recurring characteristics of verbal immaturity among college students; to criticize standard methods of instruction in language arts; and to make practical suggestions for curriculum reconstruction.

That students' grasp of meanings in verbal contexts is deplorably inadequate is apparent from the nature of characteristic responses to verbal symbols. Unsatisfactory responses fall generally into two major classifications: inadequate cognitive constructs, and uncritical value judgments.

Inadequate cognitive constructs include: the unordered recall of concrete detail, the oversimplification of verbal patterns, the blurred reproduction of verbal images, and the distortion of symbolic relationships. Students whose responses are of the first type depend solely upon rote learning for getting an education, memorize subject matter verbatim but do not understand its significance, comprehend a principle or procedure but fail to see how it applies in circumstances that are new and strange, painstakingly accumulate a packet of discrete facts but are unable to comprehend the inter-relationships of parts to wholes and are helpless to put the facts to work. Students whose responses are of the second type oversimplify subject matter, ignore the method of development, and satisfy themselves with a bird's-eye view of everything and a close-up of nothing. Students whose responses are of the third type are perpetually lost in a verbal fog. Because of inexperience,

1. Clifton Fadiman, "The Decline of Attention." *Saturday Review of Literature*, XXXII (August 6, 1949), pp. 20–24.

Mr. Babcock (Ed. D., Denver, 1948) is an Associate Professor in the Department of Communication Skills, Michigan State College.

inadequate vocabulary, or bizarre word associations, they get a vague and hazy notion of communicated content but are unable to identify the author's conviction or the method by which it is developed. Finally, students whose constructs are partially or totally erroneous are simply incapable of comprehending communicated matter. Because of inexperience, poor language habits, or inferior intelligence, such students are unable to relate statements to the context in which they appear or they take abstracted assertions at face value when such value was not intended.

Irresponsible critical judgments, characteristic of individuals with inflexible standards of appraisal or highly subjective linguistic habits, include: impressionistic responses to verbal symbols, snap judgments, hasty generalizations, false identifications, reliance on rumor, wishful thinking, evaluation of factors unrelated to the ideas presented, insistent resistence to or blind acceptance of presented material, and agreement with ideas that have been pre-established and disagreement with those which have not.

The standard educational methods employed in sincere if vain attempts to alter the language behavior of students are: teaching subject matter as a formal discipline; and making subject matter incidental to stated purposes in a means-end relationship. Both of these approaches to individual language problems may be shown to oversimplify the difficulties involved and to constitute inadequate bases for curriculum organization. The first places undue emphasis on theory, and the second places undue emphasis on practice.

The traditional method of instruction, following the well-known assign-study-recite-test pattern, is reputed to put a damper on learning and to actually dull the intellectual powers of students and to stifle creative activity.[2] Formal methods of language instruction are grounded in the belief that disciplinary exercises in grammar, logic, and vocabulary will produce mentally mature individuals and will somehow transfer acquired knowledge to situations other than those in which it was derived. Regimentation, indoctrination, and formalization are, however, not necessarily conducive to intellectual maturity and self-determination. In fact, repetition has been shown to lead to disorganization and a breakdown of understanding and insight. The evidence of research fails to show any measurably significant effect of discipline upon spontaneity of psychological insights.

The functional or instrumental approach to language studies is criticized for stressing the psychological principle of incidental learning to the exclusion of the logical intelligibility of the content of a course.[3] In recent years a good deal of emphasis has been placed upon the social aspects of communication: cooperation, conciliation, and concurrence. We have been largely concerned with matters of social acceptability and social responsibility of communicated forms and ideas, with adaptation of materials to specific audiences and readers, with the power of language to influence thought and conduct, with the reconciliation of opposing points of view, with specific appeals to people in actual speech communities. In short, we

2. Alfred S. Schenkman, "Idle Talk—or Vital Talk," *School and Society* LXXV, (January 26, 1952), p. 49.
3. Frank C. Wegener, "The Logic of Subject Matter," *School and Society*, LXXVII (May 16, 1953), p. 307.

have exerted every effort to get a message to Garcia in the most expeditious manner possible. Emphasis upon intellectuality has given way to emphasis upon diplomacy.

Certainly these adaptive measures are important considerations of language employment, but communication of ideas is an individual as well as a social affair. While there is no question of the intersubjective or social nature of a process which includes clarification, expression, and transmission of meaning, expression and transmission must not be allowed to eclipse a necessary emphasis upon individual clarification.

If we were to consider the intellectual and functional aspects of communication as two sides of a single coin, we might devise a language curriculum that would give equal weight to both relations and slight neither. We need to adopt an organizing principle that will give appropriate stress to all of the elements that make for successful communication. When properly defined, grammar, for example, may be shown to be one of the ways by which meaning in specific utterances is clarified. Definition of words and appropriate diction is also vital to the communication of meaning. Arrangement of facts and statements in meaningful patterns of thought is necessary. Purpose, of course, is the king-pin which determines the appropriateness of all other variables, including vocabulary, syntax, arrangement, and selection.

Instead, then, of advocating an organic principle that would make intellectual and functional aspects of language complementary, a perspective is proposed that would give appropriate consideration to all pertinent linguistic variables: content, syntax, organization, and purpose. Overemphasis on any one of these factors to the neglect of the others would seem to result in verbal ineffectiveness.

Thus, undue stress on grammatical correctness may result in linguistic rigidity that will defeat the reasonable objectives of language study and stifle creative ability. Undue respect for dictionary definitions may produce linguistic snobs whose diction is regulated solely by precedent. Overrespect for approved levels of usages may sap a writer's or speaker's expression of its vitality and vigor. Over-concern for social expediency may destroy one's capacity to formulate ideas and convictions. An uninterrupted sequence of v a r i e d experiences with language in which clarification of meaning in contexts of graduating complexity is directed toward established goals and adapted to specific audiences promises more satisfactory results than the continued repetition of principles improperly understood.

Since the purpose of education is to help students gain insights into hitherto unexplored areas of thought, it is important that students become adept at discovering the invested meaning in symbolic arrangements. An individual's mind is assailed with words, spoken or written, out of which meaning must somehow be derived. Clarification of the intended meaning is a highly complex process inasmuch as meaning is directly or indirectly limited and affected by such subtle variables as style, tone, rhythm, fluency, emphasis, repetition, word association, euphony, sentence length, size of vocabulary, verbal diversification, noun-adjective ratio, and frequency of emotionally-toned adjectives.

What the communicator needs is a definite plan and system by which to

develop his convictions and decipher the meaning in the contexts of others. We need to replace an outworn stimulus-response psychology in language study with a holistic orientation. Paragraph structure is generally underemphasized in the curriculum.

The present contention is that a carefully prepared outline of an extended verbal context will be much more valuable to the student in gaining verbal proficiency than will the diagramming of sentences or vocabulary drills. Outlining should prove an invaluable aid to developing skills in all facets of communication: reading, writing, speaking, and listening. This device has particular merit in helping the student to differentiate between words and ideas by constructing a thesis of the total context involved, to analyze a subject into its related parts, to understand the nature and purpose of coordination, subordination, and juxtaposition of ideas, to differentiate between general principles and specific facts, and to express corelative ideas in parallel structure.

The widely endorsed practice of using workbooks with unrelated sentences for language drill or isolated words out of context in attempts to improve verbal skill seems impractical and unrealistic. Size of vocabulary and knowledge of grammar are probably not nearly so valid indices of maturity as is the ability to develop meaning, to organize thought, and to express ideas in language that is appropriate to a given subject, a specified social group, and a defined purpose.

Learning must transfer to life situations quite different from those under which it is acquired. Field theorists insist that learning depends less on previous experience and adequacy of earlier skills than on clarity, operational factors, and excellence of organization of the material at hand. They believe that the more systematized experiences are, the less likely will they be forgotten, and the more likely will they transfer to new and unique situations. Some of the factors that have been shown to affect transfer of achieved insight include: establishment of precise goals, sincere interest in subject matter, and comprehension of patterned relationships. In other words, learning may be said to depend on perspective, direction, and motivation.

Practical implications of this theory of communication for teachers of language arts are suggested:

1. T r a i n i n g in communication skills should proceed from the complete context of a verbal expression to its related parts, rather than from the analyzed elements to the unified whole.

2. Vocabulary should be acquired in conjunction with the development of meaning, not in isolation.

3. The student should learn to structure his own ideas, rather than have them handed to him intact by the instructor.

4. The outline should replace sentence diagrams and workbook exercises as a practical means of increasing communication skills.

5. A continuous series of varied experiences with language designed to develop skill in clarifying meanings should replace routine, formalized exercises in the detection of so-called "errors" of structure, syntax, and diction.

6. Students should be allowed ample practice in making appropriate verbal constructs for defined purposes under realistic conditions.

7. The paragraph should be emphasized as a basic unit of expression.

Administration of High School Forensics in Wisconsin

Herman H. Brockhaus

Organized high school forensics in Wisconsin will be sixty years old next year. The major purpose of the Wisconsin High School Forensic Association is to sponsor a state-wide inter-high school forensic program. This program includes competition in debate, drama, and in the following individual speech events: original oratory, non-original oratory, humorous declamation, non-humorous declamation, extemporaneous speaking, extemporaneous reading, and four-minute speech.

For the purpose of conducting its contest program, the WHSFA is divided into leagues, districts, and sections. Each league is made up of two or more high schools; each district includes a number of leagues; each section is comprised of three districts. In the state there are three sections.

The league, obviously, is the basic structural unit of the Association; much of the competition begins at this level. Administratively every league has considerable autonomy. While the constitution of the WHSFA makes no provision for a league administrative officer, the affairs of each league are administered customarily by a league chairman, usually a high school principal.

The administrator of the league arranges for the date of the league contests (within a general time-schedule set by the state board), the place, the judges, and the contestants' entry fees.

The next largest structural unit of the WHSFA is the district, of which there are nine. Each district has as its nominal center a State College; thus the districts are named: Eau Claire, La Crosse, Milwaukee, Oshkosh, Platteville, River Falls, Stevens Point, Superior, and Whitewater.

Association activities at the district level are chiefly the responsibility of the district chairman, a constitutional officer. He is a principal of a high school in the district and is chosen in an election conducted by mail, through the state secretary's office.

The district chairman arranges for the district contests, with the aid of his executive committee. The committee is comprised of a representative from the State College in the district, a high school principal, and two high school speech teachers or coaches.

District contests are frequently held at State Colleges. In some districts, notably Eau Claire, the Speech Department of the college virtually co-sponsors the district contests and sometimes the sectional contests.

The section is the largest unit of the Wisconsin High School Forensic Association, except for the state itself. Each of three sections—Northern, Central, and Southern—consists of three contiguous districts.

Mr. Brockhaus (Ph.D., Wisconsin, 1949) is an Associate Professor of Speech and Chairman of the Extension Division Department of Speech, University of Wisconsin.

Administrative responsibility for the sectional contests officially is in the hands of the sectional chairman. Quite often, however, he requests and receives aid from a State College in his section, or, in the case of the Southern Section, from the Speech Department of the University of Wisconsin, since the University is located in the southern part of the state.

Unlike the district chairmen, who are high school principals, the chairmen for the sections are speech coaches. They are elected in the same manner as are the district chairmen; their term of office is also three years.

The contests arranged by the sectional chairmen are the semi-finals in drama and debate. There are no sectional contests in the individual speech events; in these contests the progression is from league, to district, to state.

The state administrative body of the Wisconsin High School Forensic Association is the Board of Control, comprised of the nine district chairmen, the three sectional chairmen, and the secretary-treasurer of the association. By constitutional stipulation, the Director of the Bureau of Information and Program Services of the University of Wisconsin Extension Division is the secretary-treasurer of the Forensic Association.

Constitutionally and actually the secretary-treasurer is the chief executive officer of the Association. Mr. Robert H. Schacht now holds that office. Since 1952 he has been aided by an assistant, Mr. Rod McPhee. While by no means all of Mr. Schacht's and Mr. McPhee's time is occupied with Forensic Association duties, their services to the Association are provided by the University of Wisconsin Extension Division without cost to the WHSFA. The Extension Division also contributes the necessary clerical help and office space for the Association's state office.

Another aid given by the University is advisory assistance. Professor Robert E. Gard, Director of the Wisconsin Idea Theatre, a part of the Extension Division, is the advisor in dramatics. Professor Andrew T. Weaver, of the University Department of Speech, is the advisor in speech.

The secretary-treasurer's office of the Association performs a variety of functions. It plans and directs the state final contests in all events, and sponsors speech institutes out in the state. It recruits staff members from the Speech Departments of the university, state colleges, and private colleges to serve as state contest judges and institute instructors.

The state office also holds elections for district and sectional chairmen, conducts referendums and advisory ballots, plan agenda for board meetings, publishes a quarterly newsletter, distributes contest materials, procures and distributes awards to participants in the final contests, and handles the financial affairs of the state organization.

If one were to characterize the Wisconsin High School Forensic Association in a few words, he might say that it is a relatively decentralized organization administered (1) in large measure by high school principals, (2) in lesser part by high school speech teachers, and (3) by its chief executive officer, the secretary-treasurer, and his assistant, both of whom are staff members of the Extension Division of the University of Wisconsin.

Administrative Policies and Practices in University Speech Departments

Leroy T. Laase

A number of studies have been made on faculty salaries, academic load, promotion and tenure policies, etc., among American colleges and universities. Such studies have been reported periodically in professional journals, such as the *American Association of University Professors Bulletin.*

In order to obtain similar information which might be used in formulating policy and building a budget for the Department of Speech and Dramatic Art at the University of Nebraska, this study of administrative policies and practices among departments of speech and dramatic art in the central and western states was undertaken.

Questionnaires were prepared and sent to departmental chairmen in thirty similar universities, including twenty-two midwestern, two southwestern, and six far western institutions. Twenty-two replies were received from sixteen midwestern, two southwestern, and four far western schools. Two refused to send the data. Six failed to reply. The questionnaire included questions pertaining to departmental organization, areas of instruction, enrollments, budget, rank of staff members, salaries, and academic load.

The data received were tabulated and summarized. In the belief that some of the data gathered would be of value to both faculty and administrators, this report was prepared for publication. Because of the confidential nature of the information, schools are not identified by name.

This study was made in the spring of 1952 and covers the academic year 1951–1952. The data reported here should be interpreted accordingly. Salary adjustments may have been made during the ensuing biennium. Many of the findings probably still are representative of conditions today.

Of the twenty-two colleges and universities replying to the questionnaire, fifteen reported having departments in speech and dramatic art, four had separate speech and theatre departments, one maintained a department of speech pathology and correction separate from the rest of the speech department, and two had a speech division within the department of English. All twenty-two schools offered course instruction in basic speech (two as a part of a course in basic communications), in public address and debate, in oral interpretation, and in theatre arts, respectively; twenty-one in radio, in speech pathology and correction, in audiology and hearing rehabilitation, and in phonetics and speech science.

Table I presents some of the more pertinent information gathered on budgets, enrollments, staff, student

Mr. Laase (Ph.D., Iowa, 1937) is Professor of Speech and Dramatic Art and Chairman of the Department, the University of Nebraska.

TABLE I

SUMMARIZING DATA ON
BUDGETS, ENROLLMENTS, SIZE OF STAFF,
STUDENT LOAD, AND COST OF INSTRUCTION

School	Total Budget (academic year)	Total Enrollments (fall term)	Number of Staff Members (full time)	Average Number of Students Per Staff Member (per term)	Average Cost of Instruction (per term)
A	$ 39,227	485	11½	46	$40.44
B	29,000	600	11	55	24.17
C	200,000	1,400	30	47	71.43
D	97,889	900	15	60	54.38
E	31,070	415	—	—	37.43
F	65,380	650	13	50	50.03
G	47,500	390	13	30	60.90
H	62,569	700	11	64	51.84
I	94,839	1,000	13	77	42.42
J	185,949	1,400	23	61	66.41
K	68,192	1,235	12	103	27.61
L	79,819	800	12½	64	49.89
M	130,575	1,626	17	96	40.15
N	30,480	247	9	27	61.70
O	100,000	900	39	23	55.56
P	60,000	1,200	13	92	25.00
Q	48,932	500	8½	63	48.93
R	136,550	1,000	26	38	68.28
S	166,686	2,200	22	100	37.88
T	50,000	1,600	9	178	15.63
U	50,568	801	6	134	31.50
V	92,000	700	14	50	65.71
Number of Schools Reporting	22	22	21	21	22
Average per School	$84,874	898	15	69	$46.24

load, and cost of instruction, reported by institutions designated only by code letters.

This table reveals averages as follows: a budget for the academic year of $84,874, an enrollment of 898 students for the fall term, fifteen full-time staff members per school, sixty-

TABLE II

SUMMARIZING DATA ON BREAKDOWN OF ENROLLMENTS

	No. Schools Reporting	Range in Enrollments	Middle 2/3	Median Enrollments	Mean Enrollments
Total Enrollments	22	247–1,626	500–1,400	845	898
Undergraduates	22	235–1,575	480–1,185	800	836
Graduates	21	1– 219	15– 100	50	64
Undergraduate Speech Majors	21	20– 250	40– 135	80	94
M.A. Candidates	21	1– 100	5– 57	25	29
Ph.D. Candidates	11	3– 45	12– 30	15	20

TABLE III

SUMMARIZING DATA ON BREAKDOWN OF BUDGETS

	No. Schools Reporting	Total Range	Middle 2/3	Median	Mean
Total Budget	22	29,000–200,000	48,932–130,575	60,000	84,874
Salaries	21	20,700–140,000	39,127– 95,000	55,000	65,418
Fellowships	9	1,000– 10,000	2,400– 5,625	4,200	4,125
Assistantships	15	175– 26,589	1,750– 15,000	4,400	4,800
Assistance	15	100– 12,400	750– 4,705	1,300	2,431
Maintenance	19	150– 26,951	600– 6,000	1,675	4,712
Equipment	12	144– 3,900	800– 2,810	1,600	2,505
Debate (includes activity fees)	22	700– 4,500	1,100– 2,000	1,350	1,635
Theatre (includes box office)	17	950– 30,000	2,000– 12,500	4,600	8,034
Clinic (includes clinic fees)	10	412– 21,036	1,000– 11,000	5,400	10,297
Radio	7	500– 9,675	2,000– 2,625	2,345	3,571

nine students per staff member per term, and a cost of instruction per student of $46.24 per semester.

Table II presents a breakdown of the data gathered on enrollments. The twenty-two schools reported that of an average enrollment of 898 students per term, an average of 836 were undergraduates, of which ninety-four were undergraduate speech

TABLE IV

SUMMARIZING DATA ON
SALARIES AND ACADEMIC LOAD IN RELATION TO RANK AND POSITION

	Number Reporting	Mean Salary		Mean Cr. Hr. Load	Mean Contact Hr. Load
Instructor	107	3,565	3,286–4,208	12	14
Asst. Prof.	79	4,498	4,155–4,857	12	14
Assoc. Prof.	58	5,284	5,000–5,500	12	14
Professor	62	6,644	6,108–7,313	11	13
Theatre Director	13	5,729	4,250–7,800	9	—
Technical Director	14	4,074	2,700–5,700	9	—
Director of Debate	18	5,187	3,500–8,200	10	—
Director of Radio	12	5,572	3,400–9,000	9	—
Director of Speech Clinic	16	5,953	3,787–8,600	9	—
Chrmn. of Department	18	7,215	4,400–9,700	8	—

majors. The twenty-one schools offering graduate study reported an average of sixty-four students per term, of which twenty-nine were M.A. candidates. The eleven universities offering Ph.D. programs reported an average of twenty doctoral candidates.

Table III presents a breakdown of the data gathered on budgets. The average budget of the twenty-two schools for the academic year was $84,874. Of this total budget, those providing a breakdown reported an average of $65,418 for salaries, $8,148 for assistantships, $2,431 for assistance, $4,712 for maintenance, and $2,505 for equipment. Including income from student activity fees, ticket sales, and other sources, these institutions reported average budgets, not including instructional salaries, of $1,635 for debate, $8,034 for theatre, $3,571 for radio, and $10,297 for speech clinic.

Table IV presents an analysis of the data gathered on salaries and academic load in relation to rank and position.

The mean salary according to rank was found to be $3,565 for instructors, $4,498 for assistant professors, $5,284 for associate professors, and $6,644 for professors. The "mean range" given in the table is the average of the low salaries and high salaries, respectively, listed by the schools for each rank, thereby representing the average limits for salaries according to rank. The table reveals that as rank and special responsibility increased, the academic load expressed in credit hours was reduced.

A further analysis of data received on the rank of staff members revealed that twenty-one schools report an average of fifteen full-time staff members, consisting of an average of five instructors, four assistant professors, three associate professors, and three full professors.

An analysis of rank in relation to position was made of those staff members for whom this information was given. Among fifteen theatre directors, nine were professors, two were associate professors, and four were assistant professors. In contrast, of sixteen technical directors, eleven were instructors, four were assistant professors, and one was an associate professor. Of twenty directors of debate, five were professors, four were associate professors, ten were assistant professors, and one was an instructor. Of fourteen directors of radio, three were professors, five were associate professors, five were assistant professors and one was an instructor. Of nineteen speech clinic directors, eight were professors, six were associate professors, three were assistant professors, and two were instructors. Out of twenty department chairmen, nineteen were professors, and one was an assistant professor. These facts would seem to reflect the relative importance attached to these positions.

It is impossible within the space available for this report to present all of the significant data gathered or to interpret it adequately for the reader. The data selected for inclusion may be valuable to the reader in facilitating comparisons with policies and practices in his institution. It should be helpful to departmental chairmen in building budgets and formulating administrative policies. It should be useful to staff members in evaluating their academic status and in making plans for their professional futures. In order to realize the maximum value from this type of research, similar studies should be made and reported annually.

The Speech Teacher's Library

Preliminary Report by the Assistant Editor

Someone has defined a teacher as one who feels impelled to share his most rewarding experiences with the oncoming generation Certainly a speech teacher has little reason to quarrel with this appraisal.

Among the most rewarding experiences of any teacher, the books with which he has become acquainted stand in the foreground. This report was stimulated by a desire to discover what volumes occupy a favored place on the library shelves of the men and women who follow our profession.

Several speech educators were asked to submit lists of a "favorite five" from their bookshelves. The books could be classical or contemporary. They could be chosen from any related area in the broad speech field. It was understood that the choices would not necessarily represent *the* top five, but, rather, *a* list of five volumes which were considered essential to any longer list of "must" books for the speech teacher.

In some cases, the choices were those which had most influenced the person queried. In other cases, they were the books which the teacher felt had been of greatest personal use through the years. It was neither expected nor desired that there should be unanimity among the nominations. Following are the choices and selected comments by those from whom replies were received by publication time:

LOREN REID (University of Missouri)

"Your request is an intriguing one. I nominate, not in any particular order:

"Aristotle's *Rhetoric*, because I had a fine teacher, Henry Clay Harshbarger, to expound it—and because it made me realize more clearly than I had before that rhetoric is the art of talking sensibly about matters involving contingency, probability, and judgment. This was quite a contrast from my high school debating days which had quite an air of 'Now I have absolutely proved' about them.

"Goodrich, Chauncey A., *Select British Eloquence*, because he viewed British oratory with a clear, analytical eye that saw a speech as a rhetorical event. Although, on deliberation, I realize the clear, analytical eye might have been that of A. Craig Baird, my teacher, who as long ago as 1929 could tell the difference between honest criticism and some of the other, less-perceptive, varieties.

"Kenyon, John S., *American Pronunciation*, because it was among the first books to liberate pronunciation from Eastern or British tradition. Before picking up that little red book I had been exposed to more Cumnock and Emerson ideas about pronunciation than was good for anybody.

"Dolman, John, *Art of Play Production*, because in an early part of my teaching career I had to become, almost overnight, a director of high school plays; and of twenty or thirty books on the subject I found Dolman's book the most illuminating and imaginative.

"Ryan, John P., *Leaflets on Public Speaking*. These did not come to me as a book, but as a series of printed leaflets — though later they were gathered between loose-leaf covers. Some of the best sense about organization that I have ever run into, written by a top-flight pedagog.

"Now if you would let me run on a little, I would add Longinus *On the Sublime;* and to get outside the field of textbooks, I would add Shakespeare and the Bible, which have a great message for speech teachers as for everybody. Mark Twain's novels and speeches I have read, each, from two to twenty times. You might as well add that no single list of fifty to a hundred books, no matter how distinguished, will serve any teacher; he needs to read scores of books even to keep part-way abreast of what is going on. He needs not only to read books, but to buy them, and have them at hand, for constant reference—else the mind will forget more at one end than it learns at the other."

LIONEL CROCKER (Denison University)

"I shall try to omit those that I think others might include.

Henry Ward Beecher, *Yale Lectures on Preaching* (first series) (New York: J. B. Ford and Company, 1872)

DeWitt H. Parker, *The Principles of Aesthetics* (Boston: Silver, Burdett and Company, 1920)

Houston Peterson, *A Treasury of the World's Great Speeches* (New York: Simon and Schuster, 1954)

Thomas Marc Parrott, *Shakespeare* (New York: Charles Scribner's Sons, 1938)

The Bible

"One might say that these books represent whole areas. For example, Henry Ward Beecher's *Lectures* might represent the entire *Yale Lectures on Preaching*, a series that have given me many hours of pleasure and professional help. Similarly, DeWitt H. Parker's book might represent the field of aesthetics which is so helpful for the teacher of speech. A new book in this field is Hunter Mead's *An Introduction to Aesthetics*. *The Bible* might represent all

books of a religious nature, like sermons. I read collections of sermons with much profit, and I also like the biographies of preachers wherein one finds so many helpful suggestions on speech preparation. I think of Thomas Guthrie's *Autobiography*. If I could have suggested six instead of five I would have included Leonard Bloomfield's *Language*. And this book would have represented Hayakawa, Ogden and Richards, Irving Lee, Korzybski, etc. Thomas Parrott's *Shakespeare* would represent the field of English literature."

KENNETH G. HANCE (Northwestern University)

"At the risk of seeming to be 'ancient', I am going to list six volumes which seem to me to be very important and to which I constantly turn:

Aristotle's *Rhetoric*
Plato's *Dialogues* (especially those pertaining to Rhetoric)
Cicero's several works on Rhetoric
Quintilian's *Institutio Oratoria*
Whately's *Elements of Rhetoric*
Adam's *Lectures on Rhetoric and Oratory*"

CARRIE RASMUSSEN (Madison, Wisconsin, Public Schools)

"Here they are: (How can I limit it to five?)

The Creative Spirit by Hughes Mearns, Doubleday, Doran & Co., New York. 1940.

An inspiring book interpreting the creative potential in all human beings. All teachers should read it.

Speech Methods in the Elementary School by Carrie Rasmussen. The Ronald Press Co., New York. 1949.

Covers all phases of speech for the elementary school.

Creative Dramatics for Home, School, and Community by Ruth Gonser Lease and Geraldine Brain Siks, Harper & Brothers, New York, 1952.

Excellent book covering all facets of Creative Dramatics.

Stories to Dramatize by Winifred Ward, D. Appleton-Century Co., New York, 1952.

Fine collection of stories to dramatize.

Talking Time by Louise Binder Scott and J. J. Thompson, Webster Publishing Co., St. Louis, Mo. 1951.

Simple, non-technical book to aid in the improvement of speech difficulties in children."

HOWARD GILKINSON (University of Minnesota)

"I would nominate the following as being among the more important books:

Aristotle's *Rhetoric*. W. Rhys Roberts—because of its historical importance and the useful knowledge which it contains.

History and Criticism of American Public Address. Vol. I and II. W. N. Brigance—as an important collection of historical studies.

Speech Criticism. Lester Thonssen and A. Craig Baird—for bringing together under single cover much of the material on criticism.

The Nature of Literature (Princeton University Press 1942). Thomas Clark Pollock—as an insightful and thorough discussion of the functions of language.

Communication and Persuasion. (Yale University Press. 1953). Carl I. Hovland, Irving L. Janis, and Harold H. Kelley—as a useful review and as a symbol of the growing interest in the experimental-statistical approach to the study of communication."

JOHN G. KELTNER (Kansas State College)

"I am listing below the eight favorite volumes I consider musts for our professional field.

Aristotle—*The Rhetoric*
Parrington — *Main Currents in American Thought*
Sarett & Foster—*Basic Principles of Speech*
Brigance—*History & Criticism of American Public Address*
McBurney & Hance—*Discussion in Human Affairs*
Winans—*Speech Making*
Dean—*Play Directing*
Hudson—*Educating Liberally*

These come to mind . . . I believe others should be included in Therapy, Radio and Drama."

LEROY T. LAASE (University of Nebraska)

"My five nominations are as follows:

1. Brigance, *Speech Composition*, Appleton-Century-Crofts, Inc., New York, Second Edition, 1953.
   With due respect to several other good contemporary textbooks on public speaking, I still prefer this one.
2. Brigance, *A History and Criticism of American Public Address*, two volumes, McGraw-Hill Book Co., New York, 1943.
   This two volume series is an invaluable source of information on American public address.
3. Goodrich, *Select British Eloquence*, Harper & Brothers, New York, 1852.
   I wouldn't take $100 for this rare volume.
4. Cooper, *The Rhetoric of Aristotle*, D. Appleton and Co., New York, 1932.
   It is difficult to choose between this and Quintilian's, *Institute of Oratory*.
5. Thonssen and Baird, *Speech Criticism*, The Ronald Press, New York, 1948.
   A real contribution to scholarship in the field."

There you have the choices of seven of your leading colleagues. Two of those queried were unable to limit their first lists to five. Two others discussed additional volumes in their commentaries. A total of 31 different books were nominated in the official lists.

Four works received more than one vote in these initial lists. Aristotle's *Rhetoric* received five votes. Brigance's *A History and Criticism of American Public Address* was cited three times. Two ballots each were cast for Goodrich's *Select British Eloquence* and Thonssen and Baird's *Speech Criticism*.

But this is only a preliminary report. What would your choices be? The editors of this journal plan to publish a more comprehensive survey of speech teachers' reading habits in the spring issue. Your contributions are solicited.

(Continued on Page 23)

In Profile---

Edwin P. Trueblood: the Man

Edwin P. Trueblood was born on the 16th day of May, in 1861, the youngest of nine children; he died on the 5th of April, in 1951, in Richmond, Indiana. The 50 years between 1888 and 1939, he served on the faculty of Earlham College, a small Quaker liberal arts college, not only as the teacher of speech but also as director of athletics. The fieldhouse—built during his lifetime—bears his name.

Edwin was one of the four Trueblood children who received college training. He enrolled at Earlham in January of 1880 and graduated in 1885 with a Bachelor of Science degree.

He spent the next year as a public school teacher in Indiana after which he entered the University of Michigan for graduate study. At this time his brother, Thomas, was teaching speech to the University of Michigan students, although, as yet, there was no official department. Edwin graduated with the degree of Bachelor of Letters from the University of Michigan in 1887. He then returned to the Indiana public school system as Superintendent of Schools in Carthage, Indiana. In the Spring of 1888 he returned to Earlham College as a member of the faculty. Continuing his graduate study during his first two years at Earlham, he was granted the degree of Master of Arts from Earlham in 1890.

The study of speech education at Earlham College, beginning a decade before Edwin P. Trueblood's tenure and continuing for the fifty years during his life, provides a crystal clear picture of the emergence of "speech" from "elocution." Before 1880 speech work at Earlham was developed largely in the literary societies. From 1880 the College catalog lists classroom work in Elocution and Rhetoric and in Edwin Trueblood's words[1], "each class was required to give a *public* in the chapel on the first floor of Earlham Hall. Each person was supposed to be on the program each term. The freshmen were required to have descriptions; the sophomores, narrations; the juniors, expositions; and seniors, orations."

During his fifty years at Earlham, Edwin was in close constant touch with national speech activities, both through his brother and through his own active participation in the national groups. When he was convinced of a trend, his adjustment was clear and sure. An example is the series of changes in his own academic title. He began in 1888 with the title, "Professor of Elocution and Oratory, Department of Elocution"; in 1891 "Oratory" was added to the department name (incidentally this is the year he also assumed his physical education duties); in 1908 the department name was changed to "Department of Public Speaking"; in 1911 the title was made, "Professor of Public Speaking"; in 1929 department and title designation was changed to "Speech."

Edwin Trueblood was most interested and active in extracurricular speaking activities. In the previously quoted speech he said, "The most outstanding development in college speech originated in the Mid-West. It was the oratorical contest held at Galesburg in 1873."[2]

There was an oratorical contest at Earlham—complete with prizes—when he began his career there. During his time the contest prospered to membership in the Interstate Oratorical Association. In addition he was active at the beginning of the Intercollegiate Peace Association, began a debate course in 1896 preparatory to intercollegiate debating which began at Earlham in 1897—only five years after the Harvard-Yale beginning in 1892 -and in 1913 sponsored what may be the earliest extemporaneous speaking contest as an intramural speaking competition.

The outstanding professional influences felt by Edwin P. Trueblood were those exerted by his brother and Robert I. Fulton of Ohio Wesleyan University. He says, in fact, "But for their instruction and inspiration I never should have entered the profession."[3] These three co-authored one book, *Standard Selections,* published in 1907. Edwin also spoke of R. L. Cumnock as a "valued friend and teacher."

To the generations of Earlham graduates who studied with "Professor Ed" the identity between teacher and institution is complete. A gentle, kind and interested teacher, he was the symbol of the way of living a full life.

"Professor Ed" was primarily a teacher of speech, but to look at him from this point of view only would be to miss the picture of a tall, distinguished, silver haired enthusiast whose boyish twinkle and springy step rendered incongruous his eightieth birthday.

T. H. Dudgeon.

---

1. Trueblood, Edwin P., "Fifty Years of Experience in the Field of Speech," Proceedings of Indiana State Speech Association, 1935.
2. *Ibid.* 3. *Ibid.*

1954 CONVENTION

SPEECH ASSOCIATION OF AMERICA

Including Meetings of

National Society for the Study of Communication

American Forensic Association

Committee on Debate Materials and
Interstate Cooperation (NUEA)

and Other Related Organizations

at

THE CONRAD HILTON HOTEL

Chicago, Illinois

December 28, 29, 30, 1954

Hotel Reservations: Meetings will be held in the Conrad Hilton Hotel. Please make your reservation early. Send the enclosed reservation card **directly** to the Conrad Hilton. Don't delay.

Convention Fee: A nominal convention fee of $3.50 is assessed those who attend the convention (sustaining members receive convention privileges as a part of their membership fee). Admission to meetings is by badge only.

CONVENTION HIGHLIGHTS . . . . .

Sectional Meetings on—

Adult Education . . . Communication . . . Debate . . . Discussion . . . Dramatic Arts and Theatre . . . The Elementary School . . . Motion Pictures and Visual Aids . . . Oral English as a Foreign Language . . . Oral Interpretation . . . Phonetics and Voice Science . . . Radio and Television . . . Rhetoric and Public Address . . . Speech Correction and Audiology . . . Speech in Small Colleges . . . Teaching in Secondary Schools . . . Teaching Speech in the Armed Services . . . Teaching Speech to Preachers . . . Undergraduate Speech.

Program Topics include—

Can Leadership Be Taught? (Chairman: Dean Barnlund, Northwestern University)

The Rhetoric of Congressional Investigations. (Chairman: Fred Haberman, University of Wisconsin)

International Debating. (Chairman: Annabel Hagood, University of Alabama)

Research in Radio and Television. (Chairman: Sam Becker, State University of Iowa)

State of the Theatre. (Chairman: Lee Norvelle, Indiana University)

Language Ethics in a Free Society. (Chairman: Thorrel Fest, University of Colorado)

Reading Hour. (Robert Horan reading his own poetry)

The Speech Correction Team. (Chairman: Geraldine Garrison, Connecticut State Department of Education)

The First Course in Speech. (Chairman: Henry L. Ewbank, Jr., Purdue University)

JOIN THE
CENTRAL STATES
SPEECH ASSOCIATION

Purpose: The Central States Speech Association exists to unite those persons in the Central States area, with an academic or professional interest in speech and on all educational levels, for the promotion of their mutual interests and advancement of their common field. The area of the Central States Speech Association includes Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, and Wisconsin.

MEMBERSHIP:

BASIC—annual fee: $2.50
full voting privileges
subscription to CSSJ

SUSTAINING—annual fee: $5.00
full voting privileges
subscription to CSSJ
exempt from conference fee

STUDENT—annual fee: $1.00
open to undergraduate or graduate students
excused from conference fee

1955 CONFERENCE OF THE CSSA

To be held at the Hotel Jefferson, St. Louis, Missouri

April 1 & 2, 1955

Programs: Planning has encompassed the nine major areas of Speech and Hearing, Theatre and Dramatics, Public Address, Secondary Education, Communication, Forensics, Oral Interpretation, Radio and Television, and Graduate Research.

Sponsoring Organizations: American Speech and Hearing Association, The American Educational Theatre Association, The American Forensic Association, The National Society for the Study of Communication, and The Illinois Speech Association.

In planning the Conference, an effort has been made to formulate programs which will interest the secondary school and small college teacher as well as the teacher with an advanced research background.

Communications concerning memberships or subscriptions to the Journal should be addressed to: Wayne Thompson, Executive Secretary of the CSSA, University of Illinois, Navy Pier, Chicago 11, Illinois.

Speech Education for Union Leaders

George L. Hinds

Charles T. Estes told the Meeting of the Institute of Ceramic Engineers in 1950:

> The lesson is this: if people can be taught the essentials of communication, if they can be taught how to listen, how to think, and how to talk, then the problems that vex us now in labor-management relations will become less and less significant as the years go by.[1]

In recent years teachers of speech have noted the expansion of speech training programs in industry as management groups attempt to strengthen their communication. Moreover, we have noted an increase of interest in the study of speech processes in the entire labor-management field. It is a curious fact, however, that professional attention has been directed largely to the development of management communication programs and to those labor-management situations where representatives of management and representatives of labor meet in conferences.

Too little attention has been given to the subject of speech training for union leadership. Yet the union representative occupies an important communicative spot in our industrial system. Contract provisions, labor-relations acts, and N.L.R.B. rulings have clearly placed the union leader in a key position relative to the exchange of ideas between workers and management, between higher and lower units of organized labor, and between workers and the general public. This is an immense job in human relations, and if labor leaders are to function effectively, they must receive training in speech.

In this article I shall analyze some of the skills that are needed by union representatives, and I shall develop one organized answer to the educational problem of how these skills may be learned.

It is clear that a union representative should be an effective speaker. He must present union practices and policies to fellow workers in such a way as to win support, and he must present union ideas to the public at large. Moreover, he must face frequent elections if he is to retain his leadership. What are the skills to be learned for this task? They have been clearly set forth for years under the familiar rhetorical canons of invention, arrangement, style, and delivery.

A union representative should also be skilled in parliamentary procedure. He must not only know rules of order but also how to use these wisely to accomplish formal business. Forensic teachers are thoroughly conversant with these skills and with the debate processes that occur in the parliamentary framework.

Conference and Discussion leadership is also required of labor representatives today. I refer here, not merely to the collective bargaining processes between labor and manage-

1. Charles Estes, "Human Relations for Employers and Employees," *American Ceramic Society Bulletin*, Vol. 30, No. 6 (1951) p. 211.

Mr. Hinds (Ph.D., Northwestern, 1952) is Director of Adult Programs in Speech and Assistant to the Director of Business Services, College of Business Administration, Wayne University, Detroit, Michigan.

ment, but also to the committee function within unions, to the educational conferences of large union bodies, and to the day by day group conversations of workers with local representatives. The representative should know reflective thinking, should be familiar with forms and methods of discussion, and he should know something about group interaction processes in directed group activities and in spontaneous group functions that occur as a part of daily contact with fellow workers.

Now, teachers of speech may say, "See here, why not make him a speech major and be done with it." The plain fact is that union leaders need this training. The problem is how can they best get it?

In Detroit, Local 490 of the UAW-CIO is providing an answer to this problem, and this answer is based on the following principles:

1. Speech training for union leadership must be continuous. We do not learn at the same rate, and we cannot interrupt education every time that there is an election in the local.

2. Speech training for union leadership involves team-work between professional speech experts and the educational committee of the union.

3. The speech training program must be organized in such a way as to provide for union leaders who work second and third shifts as well as day shift leadership.

4. The training must be organized functionally and in a logical sequence.

With these principles in mind, the union educational committee, the Highland Park Board of Education, and the Speech Department of Wayne University set about the development of this training program.

Dr. William Buys, Professor James A. McMonagle and I developed forty weeks of training for two groups meeting at different times each week. This training concentrated first on public speaking (transmission of ideas.) We aimed at improvement in speech presentation and at the same time tried to condition union representatives in listening and in digesting the remarks of others. This unit of training provided a basis of oral communication that we could transfer into the parliamentary process. Instructors taught techniques of parliamentary procedure within the framework of parliamentary debate. At the conclusion of parliamentary practice, training in discussion and conference method was given, and when these processes were understood and were in application within the union's daily operation, the instructors utilized Charles Estes' recommended techniques for improving communication in a ten week consideration of the contract.[2]

Certain observable changes in behavior are of interest. First, those who were hesitant about expressing their views at union meetings now speak actively about their problems. Second, applications of discussion methods are found in all committee structures including even an application of the production conference technique to grievance cases, and this particular application includes an attempt to eliminate unfair and unreasonable grievances that arise in the course of daily operations. Third, attendance has been increasing consistently until nearly the entire leadership of the union is engaged in training. Fourth, there has been no factionalism in education. Democratic discussion processes are being strengthened.

2. Estes, *ibid.* p. 211.

Bias in the Multiple Choice Question

Sam L. Becker

One of the measuring instruments most widely utilized by graduate students in the speech areas, particularly in radio and television, is the questionnaire. Despite the disrepute into which this instrument has fallen because of its misuse, it can yield highly valid and useful data. The probability of this occurring is generally in direct proportion to the knowledge the researcher has of this tool.

The astute researcher, in general, makes wide use in his questionnaire of the "cafeteria," multiple-choice, or check-list question. This simplifies the task of the respondent, as well as that of the interviewer and tabulator.

A phenomenon known as the "ordinal position effect" can greatly bias data acquired with this type of question. The ordinal position effect is defined as that phenomenon which results in a different distribution of choices when the possible responses to a multiple-choice question are placed in a different order.

Little research has been carried out on the effect itself, and that which has been done is often unknown or ignored by those who utilize this type of question for gathering data. This paper is an attempt to pull together what is known about this effect, to point up the safeguards which must be made against it, and perhaps point the way toward further methodological research in the area.

Mr. Becker (Ph.D., Iowa, 1953) is an Instructor in the Radio, Television and Film Center, Department of Speech, State University of Iowa.

As nearly as can be determined, Mathews[1] was the first to investigate this problem of position effect. His first experiment was on factual tests where the responses, presumably, were based on knowledge. The tests were of the two-response type and his subjects were 4th, 5th, and 6th grade pupils. He found that when a response word was printed above its alternative it was marked 33.8% more often than when it was printed below its alternative. A response word when printed to the left of its alternative was marked 3.2% more often than when it was printed to the right of its alternative. These differences were statistically significant.

Atwell and Wells[2] examined the effect of order in 5-foil multiple-choice vocabulary tests. They found that, where the answers were pure guesses, position 1, 5, 3, 4, and 2 were chosen with decreasing frequency and in that order.

McNamera and Weitzmann[3] found an ordinal position effect in both four and five-foil multiple-choice questions, but found that it varied

1. Mathews, C. O., "The Effect of Positions of Printed Response Words Upon Children's Answers to Questions in Two-Response Types of Tests," *Journal of Educational Psychology*, XVIII, October, (1927), pp. 445–457.
2. Atwell, C. R., and Wells, F. L., "Wide Range Multiple Choice Vocabulary Tests." *Journal of Applied Psychology*, XXI (1937), pp. 550–553.
3. McNamera, Walter J., and Weitzmann, Ellis, "The Effect of Choice Placement on the Difficulty of Multiple-Choice Questions," *Journal of Educational Psychology*, XXVI (1945), pp. 103–113.

with the number of foils and, in some cases, with the subject matter.

Cronbach[4] studied this same effect on the Hemmon-Nelson Test of Mental Ability, which utilizes five-foil multiple-choice questions. He tested the hypothesis that "some students may persistently tend to select choices early in the group of five." This hypothesis was not proven tenable. Then he opined that response sets are a minor factor.

The Marketing Research Techniques Committee[5], citing no specific research, pointed out the likelihood of systematic errors in multiple-choice questions. They said that when the alternatives were mutually exclusive and unrelated, the first and last positions seemed to have an advantage. In the case of graded alternatives, they claimed an advantage for the middle positions.

Mathews[6], who did some experimentation on this latter question, came to somewhat different conclusions. He experimented with multiple-choice questions with five possible responses, each indicating a different degree of interest or like, from "like greatly" to "dislike greatly." "Like greatly" received a significantly greater number of responses when it was on the extreme left. "Like" received a significantly greater number when it was fourth from the left. This same was true of "dislike greatly" and "dislike," though not to such a great extent.

Katz and Allport[7] carried out this same kind of investigation on a different type of attitude scale—one in which the foils were statements ranging from a conservative to a radical position upon attitudes toward college courses and college life among students. They found a slight tendency on the part of some individuals to check the first attitude on the scale, merely because it was placed first.

Rugg and Cantril[8] looked into the question of ordinal position effect upon opinion questions. They found a tendency, on two-foil questions of a somewhat complex nature, for the respondent to select the last alternative.

Callahan and Tamulonis[9] concluded, after studying ordinal position effect in opinion questions, that there was a tendency to choose the last alternative when the alternatives were long or the subject-matter of slight personal relevance to the respondents. These researchers also concluded that varying the order of questions within the questionnaire as a whole produced significant differences in response in some cases.

Flowerman[10], in trying to determine attitudes of adults by means of personal interviews, also concluded that placing a question in different

4. Cronbach, Lee J., "Further Evidence on Response Sets and Test Design," *Educational and Psychological Measurement*, X (1950), pp. 3–29.
5. Committee report of a sub-committee of the Marketing Research Techniques Committee, "Questionnaire Preparation and Interviewer Technique," *Journal of Marketing*, XIV (October), 1949.
6. Mathews, C. O., "The Effect of the Order of Printed Response Words on an Interest Questionnaire," *Journal of Educational Psychology*, XX (1929), pp. 128–134.
7. Katz, Daniel, and Allport, Floyd Henry, *Students' Attitudes*, Craftsman Press, Inc., Syracuse, New York. pp. 1–2.
8. Rugg, Donald, and Cantril, Hadley, "The Wording of Questions in Public Opinion Polls," *Journal of Abnormal and Social Psychology*, XXXVII (1942), pp. 469–495.
9. Callahan, Don, and Tamulonis, Valorie M., "The Effect of Question Variation in Public Opinion Surveys," *American Psychologist*, II (1947), pp. 328–329.
10. Flowerman, Samuel H., "Polls on Anti-Semitism: An Experiment in Validity," *American Psychologist*, II (1947), pp. 328.

spots in the interviewing schedule caused considerable shift in response.

In objective tests, though,—specifically tests of spelling, fundamental processes of arthmetic, and problem solving in arithmetic — Capron[11] found that scores were little affected by changing the order of items from easy to hard, hard to easy, or random.

Two studies have been done on a check-list used to determine favorite radio program types. The list contained sixteen radio program types from which each respondent was asked to select his five favorites. Campbell and Mohr[12], using college students in the classroom as subjects and with no other questions to complicate and lengthen the task of the respondents, reported that there seemed to be little, if any, effect of ordinal position upon the choices of various program types. A replication of this experiment by Becker[13], with adult respondents interviewed in their homes and the check-list question 'buried' toward the end of a relatively lengthy interviewing schedule, resulted in a very definite ordinal position effect being found. It was shown in this latter study that the nearer to the top of a check-list any program type was listed, the greater its chances of being selected as one of the respondent's five favorite types.

11. Capron, V. L., "The Relative Effect of Three Orders of Arrangement of Items Upon Pupils' Score in Certain Arithmetic and Spelling Tests," *Journal of Educational Psychology*, XXIV (1933), pp. 687–695.
12. Campbell, Donald T., and Mohr, Phillip J., "The Effect of Ordinal Position Upon Responses to Items in a Check List," *Journal of Applied Psychology*, XXXIV, #1 (February, 1950), pp. 62–67.
13. Becker, Samuel Leo, *The Ordinal Position Effect in Radio Audience Research*, Unpublished Ph.D. Thesis, University of Iowa, June, 1953, pp. 72–79.

As noted previously, these studies do not provide enough data to enable one to predict, with a very high degree of confidence, whether an ordinal position effect will occur in a situation other than those specifically tested. A consolidation of the findings of Payne, Blankenship, Cronbach, Rugg and Cantril, and the present writer, though, seems to indicate that the following are factors which increase the possibility of an ordinal position effect:

1. Greater complexity in question wording.
2. Less crystallization of opinion on the subject.
3. Longer questionnaire—at least that part preceding the multiple-choice or check-list question.
4. Less motivation on the part of respondents, i.e., a busy housewife interviewed in her home appears to be affected more by order than a classroom student who may feel some compulsion to answer carefully.

Two facts should now be apparent to the reader: (a) there has not been enough methodological research carried out on the problem of ordinal position effect and (b) until such research has been completed, safeguards against possible bias must be set up in any study utilizing one or more multiple-choice questions. These safeguards will generally take the form of split-ballots. That is to say, the researcher should use two or more forms of the questionnaire with the responses in a different order on each. Each form should be presented to an equal number of randomly selected respondents. If pre-testing is done, it may be discovered that the ordinal position effect is negligible. It is only in this case that the safeguards against ordinal effect in the study proper can be omitted with justification.

SPEECH TEACHER'S LIBRARY

(Continued from Page 14)

An academic discipline takes pride in its literature. An area as diverse in both its roots and its applications as the field of speech can well afford to assess its fundamental resources from time to time. The current report aims in this direction.

Please jot down a list of five nominations from your own experience and library. Do it now—and mail to:

William A. Conboy
Department of Speech and Drama
University of Kansas
Lawrence, Kansas

C.S.S.J. IDEA WORKSHOP

To be initiated in the spring issue

Have you had particular success with some assignment in one of your classes?

If so, share it with the rest of us. Write us a note describing the project and the results you have received.

Do you want suggestions about school plays which have proved successful in communities similar to your own?

If so, send us your question or your problem. Other readers may be able to help you.

How do you operate your laboratory sessions for radio and television classes? Have you found a system which works even with limited budget and facilities?

If so, send us the details. Maybe you can be of great help to some school or department confronted by such problems.

Have you uncovered or developed some new approaches or techniques in group speech therapy? . . . some methods for increasing motivation in speech classes? . . . some particularly effective audio/visual teaching aids?

If so, write us. Let us print such tested ideas in the *Journal* for others to profit by.

The C.S.S.J. Idea Workshop is being started in the belief that the best ideas and experience of people in our field do not always receive wide enough circulation. Personal conversations are too limited. Conventions are too short. Many worthwhile ideas are not extensive enough in scope to justify long articles. And, lastly, many of those persons with questions and problems have no direct communication with those who have the answers and solutions.

Send any short contributions or queries to either

Kim Giffin or William Conboy
Department of Speech and Drama
University of Kansas, Lawrence, Kansas

Proposed Amendments to the C. S. S. A. Constitution

Upon the recommendation of a majority of the members of the Executive Committee, the following amendments to the constitution are hereby placed before the membership of the Central States Speech Association for action at the business meeting to be held at the time of our annual convention on April 1-2, 1955. If the amendments are ratified by a majority of those present and voting at the meeting, they become effective at once.

The amendments are as follows:

1. That Article III, Section 4, be deleted. The effect of this amendment would be to eliminate a class of membership known as "student." Linked with this item is the proposal that Article VIII, Section 2, be amended by striking out the words "and students." This change would be necessary to make the various parts of the constitution consistent.

2. That Article IV, Section 3, be amended by striking out the words "office becomes vacant" and inserting the words "preceding term of office expires." The effect of this amendment is that the Vice President would serve out the unexpired portion of a President's term in the event that the President should be unable to complete that term. At the present time the President-elect would not only complete the unexpired term but serve a full term thereafter.

3. That Article VI, Section 1, be amended by adding the sentence, "If there is only one nominee for a position, a motion to nominate that person by acclamation shall be in order." The effect of this change is to provide the machinery for choosing officers by acclamation when there is no contest.

4. That Article VI, Section 2, be amended by inserting in line one after the comma following "Conference" the words, "if there is more than one nominee for an elective office." The effect of this amendment is to save the association the expense of mailing out ballots to the membership in those election years in which only one candidate is nominated for each office.

5. That Article VII, Section 2, be amended by striking out "and that the place of meeting be selected two years in advance." The effect of this change is to permit the Executive Committee to select the location of the convention more than two years in advance.

6. That Article VIII, Section 2, be amended by adding the sentence, "The Executive Secretary is empowered to set conference fees for any situations not covered specifically in this section." The effect of this amendment is to cover certain exceptional situations that can not be handled at the present time.

April, 1954, Report of the Executive and the Advisory Committees and the Annual Business Meeting

The Executive and the Advisory committees considered in some detail the size and the content of the *Journal* and the total financial picture of the Association. The *Journal* is to be limited to 32 pages plus front and back covers for the business year of 1954-55.

The Executive and the Advisory committees considered the choice of the convention hotel for 1956. The minutes on this item read: "Holcomb made a motion that the selection of the hotel for 1956 be left to the discretion of Dr. Wayne Thompson, and that the committees recommend the Hotel Sherman in Chicago. Motion was seconded by Dietrich. Motion passed." (Subsequently, a contract was made with the Hotel Sherman for April 6-7, 1956.)

Minneapolis, Indianapolis, and Cleveland were considered as sites for the 1957 convention. The minutes report this action: "Holcomb then made the motion that the committees should tentatively select Minneapolis as the site of the 1957 convention, whereas this action is subject to review and the approval of the Executive Committee at the conclusion of the 1955 convention; whereas if the unfavorable financial condition of the C.S.S.A. organization so warrants, the 1957 convention should be held in Chicago. Motion was seconded by Dietrich, and subsequently passed."

The business meeting approved the minutes of the preceding year and received the financial report.

Dr. Max Fuller was installed as the new president of the Association.

The Nominating Committee, composed of John Keltner (chairman), Ruth Yates, Bea Olmstead, and William Howell, placed in nomination for president-elect, Charles L. Balcer, and for vice president, Marion Stuart. As there were no further nominations, the nominees were declared elected by a unanimous vote.

The report of the Resolutions Committee, consisting of Dorothy Summers (chairman) and Martin Holcomb, was adopted. Appreciation was extended to a number of persons and institutions. Special credit was given to Dr. Carl Allen Pitt and Mr. Matthew L. Rigler, both of the University of Illinois, Chicago Undergraduate Division, for sharing the duties of convention secretary in the absence of Dr. Wayne N. Thompson, who was ill.

Financial Report
Central States Speech Association

STATEMENT OF INCOME AND EXPENSE
FOR THE YEAR ENDED MAY 31, 1954

Income:		
Membership dues and subscriptions to JOURNAL		$1,235.00
Advertising space sold		309.40
Sales of Back issues of *Journal*		43.75
Annual Convention fees		886.00
Total Income		$2,474.15
Expenses:		
Membership Promotion	$ 214.96	
Printing of *Journal*, Volume 5	517.56	
Postage and supplies	273.73	
Convention Expenses	234.61	
Professional Services	60.00	
Interest on Note	4.00	
Uncoll. Accts.	35.00	
Total Expenses		$1,339.86
Net Income		$1,134.29

BALANCE SHEET—MAY 31, 1954

Cash in Bank		$ 375.10
Accounts Receivable	48.00	
Less Uncollectible accounts	35.00	13.00
Net Worth		$ 388.10

CHANGES IN NET WORTH

Balance, October 5, 1953, deficit	$ 746.19
Net Income for year ended May 31, 1954	1,134.29
Balance, May 31, 1954, Surplus	$ 388.10

SUMMARY OF CASH RECEIPTS AND DISBURSEMENTS

Balance, October 5, 1953		$ 131.24
Cash Receipts		2,759.90
Total		$2,891.14
Cash Disbursements:		
Expenses	$1,304.86	
Payment of Liabilities	1,211.18	2,516.04
Balance, May 31, 1954		$ 375.10

Report on Examination of Records

Executive Committee
Central States Speech Association

Gentlemen:

I have examined the balance sheet of the Central States Speech Association as of May 31, 1954, and the related statements of income and expense and of changes in net worth for the year then ended. The examination was made in accordance with generally accepted auditing standards and accordingly included such auditing procedure as was considered necessary in the circumstances.

In my opinion, the accompanying balance sheet and statements of income and expense and of changes in net worth present fairly the financial position of the Central States Speech Association at May 31, 1954, and the results of its operations for the year then ended, in conformity with generally accepted accounting principles.

Respectfully submitted,
/s/ Albert J. Schneider
Albert J. Schneider
Certified Public Accountant

The cost of Journal article reprints is as follows (Add shipping and billing expense of $1.00 per order):

	1 p.	2 pp.	4 pp.	8 pp.	16 pp.
100 copies	$3.95	5.65	6.98	9.90	12.65
Each additional 100 copies	$1.85	2.80	3.80	5.00	8.00

Each additional 4 pages (per 100 copies) $1.95
(per each additional 100 copies $1.40

Covers ..... $6.90 for first 100 copies; $3.60 for each additional 100 copies.

Reprint orders should be sent to the Editor.

Charge will be made for a minimum of 100 reprints. The press will bill the author directly with fully itemized bill, showing the shipping and billing expense.

Off The Bookshelf

INTRODUCTION TO RADIO AND TELEVISION, David C. Phillips, Professor and Head of the Department of Speech and Drama, University of Connecticut; John M. Grogan, William Esty Agency, formerly Program Manager, WNBC, and Production Manager, WNBT-TV; and Earl H. Ryan, Assistant Professor of Speech, Supervisor of Radio and Television, College of the City of New York. 1954. 423 pages, 28 illustrations. $5.00. The Ronald Press Company.

This new textbook gives students a complete picture of current practices and problems in both radio and television. Spotlighting operations of the typical large station, it explains the intricacies of modern broadcasting: network organization, state management, working techniques and procedures. From their wide experience, the authors offer a wealth of practical suggestions on announcing, acting, programming, writing, directing, and auditioning. The functions and various kinds of broadcasting, its development and regulation, basic equipment and technical facts, and audience research are dealt with concisely and clearly. Each chapter includes projects and questions for discussion, and a brief, annotated bibliography.

THE TELEVISION MANUAL by William Hodapp . . . 296 pages, $4.50 . . . Farrar Straus.

A practical guide to TV production and programming for education, public affairs and entertainment. It is a thoroughgoing survey of TV programming, writing, producing, directing, staging, lighting, filming, et al, with emphasis on local as well as network operations. In addition, leading television authorities have prepared numerous lists of helpful "Do's and Don'ts." Invaluable for the budding producer are the appendices which list production costs, item by item; union jurisdiction and sample contract forms, clearances and other legal necessities involved in production. There is also an extensive glossary of TV terms and an excellent bibliography from which to draw titles in specialized fields.

READING ALOUD, by Wayland Maxfield Parrish: Professor of Speech, University of Illinois . . . Third Edition, 1953, 572 pages, $4.25 . . . The Ronald Press Company.

This textbook for college courses in the oral interpretation of literature is designed to provoke active responsiveness to the meaning of literature and to develop the power to communicate this appreciation to others. Critical theories of all ages are applied to interpretation, with full attention to recent developments. Practice materials include classics of British and American literature, arranged according to a logical plan: progressing from prose to verse and from lyrical to dramatic poetry. The close analysis of selected pieces, the detailed plans of study, the explicit criteria of good oral reading, and the review questions provide effective teaching aids.

PRACTICAL PUBLIC SPEAKING, by Eugene E. White: Associate Professor, Department of Speech, University of Miami, Florida, and Clair R. Henderlider: Associate Professor, Department of Speech, Western Reserve University, Cleveland, 1954 . . . 365 pages, 5 3/4 x 8½, $3.50 . . . The Macmillan Company

The authors use the "Public Speaking" rather than the "fundamentals" approach and not only tell the student *what* to do, but also *how* to do it, *why* it should be done, and *what not* to do.

PARLIAMENTARY PROCEDURE MADE EASY, by Rheva Ott Shryock: registered parliamentarian . . . Deluxe Third edition—spiral bound, 5″ x 8½″ pocket fitting. Based on Roberts . . . Box CSSR, College Institute, Ellenton, Florida.

Parliamentary Procedure Made Easy is a reliable fingertip reference text which is set up as a visual aid. Handy quick-seeing charts break down such intricate things as main, subsidiary, incidental, privileged and debatable motions, which at a glance give one the answer. It becomes a splendid reference book for any presiding officer or chairman, or for the active participating member who is anxious to present properly worded motions.

One of the most frustrating and baffling experiences confronting presiding officers is to have all types of motions coming up that some times require instant action. Time is not sufficient to delve into thick volumes on procedure. Alert members should have a quick reference fingertip solution and this book answers the prayer for right meeting procedure. It will bring about a better, smoother running, and more harmonious meeting.

Parliamentary Procedure Made Easy is now used in several large colleges for practical text book purposes, for quickly absorbing the basis of meeting procedure. It has had the approval of such associations as the American Association of University Women, Junior Womens Leagues, and many others.

AID, TRADE, AND TARIFFS, by Clifton H. Kreps, Jr.: Chief. Public Information Division, Federal Reserve Bank of New York . . . 202 pages, 5¼ x 8, $1.75 . . . The H. W. Wilson Company.

For the NUEA high school debate topic this year, the popular "Reference Shelf Series" offers *Aid, Trade, and Tariffs*, a collection of pros and cons by outstanding statesmen and writers, including President Eisenhower, Jacob Viner, Bruno Foa, Hans Landsberg and Henry Hazlitt. Write for catalog to The H. W. Wilson Company, 950 University Ave., New York 52, New York.

HOW TO SAY A FEW WORDS, by David Guy Powers, 160 pages, 5¼″ x 8½″, $2.50 . . . Doubleday & Company, Inc.

Here are a famous teacher and lecturer's professional tips—a master formula which is the key to all persuasion, presented graphically for the person who wants to say a few words. A non-technical and easy-to-use workbook, it gives the general laws for natural, vivid expression. It explains your idea, how to emphasize it, when to use an anecdote, tips on winning an audience from the very first word. Written by a national authority on public and private speaking, this helpful book is the answer to all speaking problems.

TEACHING SPEECH IN HIGH SCHOOLS, by Willard J. Friederich: Head, Department of Speech and Drama, Marietta College, and Ruth A. Wilcox: Associate Professor of Speech, Marietta, 1953 . . . 487 pages, 5 3/4 x 8½, $4.75 . . . The Macmillan Company.

This book is intended primarily to assist the prospective teacher in a college speech methods course to understand the principles of modern

education as they apply to teaching speech, drama, radio, and allied fields at the high school level.

SPEECH AND HEARING IN COMMUNICATION by Harvey Fletcher . . . Second Edition, 480 Pages, 6½ x 9½, Illus., $10.50 . . . D. Van Nostrand Company, Inc.

Stemming from the great volume of research done in this field at the Bell Telephone Laboratories, this book is developed logically from a single general problem. If a talker T of described characteristics speaks into a transmission system S of described characteristics, how well (a quantitative index) will a listener recognize the sounds spoken at T? To provide the great range of information needed to enable the reader to deal properly with this problem, this book deals with: I—a fundamental description of the speaking process and the speech waves created by talking, as well as the method of describing the talker T; II—the hearing process and the methods of describing the listener; III—the interaction of the talker T, the system S and the listener L. Therefore, this book appeals to those interested primarily in speech and phonetics, to those interested chiefly in hearing, such as otologists, audiologists and workers in hearing clinics, and to those interested in many applications of the subject, such as electricity, communications and radio engineering.

PARLIAMENTARY PROCEDURE SIMPLIFIED, by Melanie F. Menderson: Lecturer, teacher, parliamentarian of numerous organizations . . . 148 pages, $2.75 . . . The Dale Press, 3800 Reading Road,Cincinnati 29, Ohio.

A truly simplified manual of parliamentary procedure based on Robert's Rules of Order. Written in a clear, concise, easily understood manner, it contains all basic procedure, charts, and sample speeches. It describes how to form an organization, how to write bylaws, how business is presented, transacted and disposed of at meetings and the duties of officers, directors, committees and members. It contains in alphabetical order the explanation, description, uses and examples of all motions and parliamentary terms. The book will serve admirably as a textbook and as a ready reference for all officers, directors and members of every type of organization who desire to have the proceedings of their meetings conducted promptly and efficiently.

PRODUCING AND DIRECTING FOR TELEVISION, by Charles Adams . . . 282 pages, illustrated, 1953, Text Edition $3.00 . . . Henry Holt and Company, Inc.

This book has been designed to serve as a complete, practical guide to all phases of TV production and direction. It is an invaluable aid for the student contemplating a career in television and for the teacher in charge of the television workshop. Mr. Adams, a veteran writer and producer for radio, television, and the theater, writes simply and directly. Because of its unusually broad coverage, this book will interest both the novice and the professional. Unique material includes such topics as: The Television Station-Its Facilities and Personnel; Station Equipment; Special Effects; Directing-Theory and Practice; Practice Composition; The Panel Quiz; The Actor in Television; The Writer in Television; The Advertising Agency; Budget and Cost Control. The appendix contains excerpts from the Radio and Television Director's Guild contracts with CBS, NBC, ABC, and DuMont covering pay scales and job functions.

BEYOND CRITICISM, by Karl Shapiro: Editor of *Poetry* . . . 73 pages, 5½ x 8½, $3.00 . . . University of Nebraska Press, Lincoln.

A non-partisan book about poetry by one of America's most versatile poets, written for the 1953 Montgomery Lectureship at the University of Nebraska. Defining the critical position he has taken since the start of his career, Shapiro attempts to free poetry from the shackles of the two powerful opposing forces in present-day criticism and to restore to it its dignity as a form of knowledge. He calls for a non-philosophic, non-scientific, non-religious approach to literature. The two great literary heresies of our age he designates as mythic art and historic art—the one camp grouped around the banners of the Symbol and the Myth, the other around the standard of Propaganda. Between these forces, he contends, the authentic poet is crushed. Poets and readers of poetry must free themselves from the doctrines of cultural slavery which have become the shibboleths of critics everywhere.

CLEVER INTRODUCTIONS FOR CHAIRMEN, compiled by Lawrence M. Brings: formerly instructor in Speech at the University of Minnesota . . . State Teachers College, Aberdeen, S.D., Luther Theol. Seminary, St. Paul, Northwestern Luth. Theol. Semi., Minneapolis, etc. 410 pages. $4.50. Publication date, Nov. 1, 1954 . . . T. S. Denison & Co., Minneapolis, Minn.

Here is a compilation of tested introductions adaptable to actual use by both the novice and the experienced chairman. Over two hundred types of speakers are covered by these patterned introductions, such as: Educator, Doctor, Farmer, Red Cross Worker, Humorist, Dentist, Governor, etc. Usually treated with a humorous twist. Not designed to be used verbatim, but suggestive and instructive for chairman's personal treatment.

HOW TO BE A SUCCESSFUL EMCEE, by Le Roy Stahl. 256 pages. Cloth. $2.75. T. S. Denison & Company, Minneapolis, Minn.

Here's the complete "How-to-do-it" book that gives you everything by actual experience . . . a gold mine of ideas for the amateur or professional emcee. Contents include: Routining a program, Original introductions, Athletic events, Outdoor entertainments, Emcee as an entertainer, On the air, Banquet Toastmaster, etc.

Among the most recent Oxford University Press titles in speech and drama are: Christopher Fry's latest play, *The Dark is Light Enough*, which revolves around a dramatic incident in the Hungarian revolution against the Austro-Hungarian Empire in 1848; the paper bound, college edition of Goethe's *Faust*, Parts I and II, as translated by Louis MacNeice (this was originally commissioned by the B.B.C. for broadcasting during the Goethe Centenary in 1949); and *The Oxford Book of English Talk*, compiled by James Sutherland, which provides a record of English as it was spoken from the fifteenth century to the present.

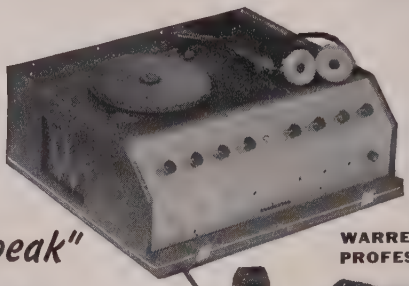
Warren *Gated Compression*
AUDITORY TRAINING TOOLS

YOU will find them in the Schools where there is a waiting list for enrollment . . .

where the teacher wears a smile of accomplishment . . . where the development of speech is unusual.

The formula: Good Teachers . . . Good Tools

Gated Compression is the Rule for CLASS ROOM—HOME and CHURCH.



"As they Hear... So Shall They Speak"

WARREN CUSTOM BUILT PROFESSIONAL MODEL T-2

Manufactured under Gated Compre Pat. No. 2-659

WARREN CUSTOM BUILT PORTABLE MODEL D-2

WARREN CUSTOM BUILT DESK MODEL D-1

Write for Complete Information

ACCEPTED COUNCIL ON PHYSICAL MEDICINE and REHABILITATION AMERICAN MEDICAL ASSOCIATION

Jay L. Warren, inc.

Medical Electronics Designed for Better Hearing

1247-49 W. BELMONT AVE. • CHICAGO 13, ILL.

DOES YOUR LIBRARY HAVE A SPEECH DEPARTMENT?

Today's THOUGHTS ON PROBLEMS BY AUTHORITIES

VITAL SPEECHES

gives the complete text of the best expressions of contemporary thought at a very nominal cost.

Recommended in Magazines for School Libraries
Periodicals for Small and Medium Sized Libraries
Indexed in the "Reader's Guide"
Issued 1st and 15th each month

One year $6.00 Two years $11.00
9 months $5.00

Sample copy on request

VITAL SPEECHES
33 West 42nd Street New York 36

WRIGHT ORAL SCHOOL

FOR HARD-OF-HEARING AND DEAF. NURSERY $2\frac{1}{2}$ YEARS THROUGH HIGH SCHOOL GRADUATION.

DAY AND RESIDENT

Matie E. Winston, Head

124 EAST END AVENUE
NEW YORK 28, N. Y.

TWO Outstanding texts by

VIRGIL A. ANDERSON

Professor of Speech and Drama
Stanford University

Improving the Child's Speech

"This is a clear, concise, scientifically sound book written in non-technical language in an interesting style. Every speech correctionist should have a copy."—VELMA B. HISER, Grinnell College, in **The Quarterly Journal of Speech.**
Among the most recent adoptions are: Henderson State Teachers College, Long Beach State College, Miami University, University of California (Berkeley), University of Oregon, Macalester College, Catholic University of America, Pestalozzi Froebel Teachers College and Albion College
470 pp. 1953 College ed. $4.00

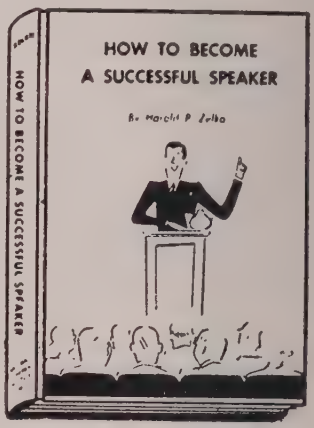
Training the Speaking Voice

Already in its fifteenth printing, this book has been used effectively in more than 200 colleges, religious seminaries, and drama schools throughout the country.
407 pp. 1942 $4.00

OXFORD UNIVERSITY PRESS, Inc., 114 Fifth Ave., N.Y., N.Y.

By HAROLD P. ZELKO, *Associate Professor of Public Speaking, Pennsylvania State College*

How to Become a Successful Speaker



Using vivid illustrations Mr. Zelko anticipates the pitfalls that torment the average speaker, shows clearly how to avoid them. He tells you how to consider and choose a topic, how to evaluate the occasion, how to organize and develop your ideas and how to make the most effective delivery. He teaches you how to lead a conference or meeting, how to sell through speaking, how to inform, persuade and entertain.

HOW TO BECOME A SUCCESSFUL SPEAKER is an ideal classroom text. Used together with the *Instructor's Guide* and the evaluation *Notebook*, it is a complete, practical guide to successful speaking.

How To Become A Successful Speaker	$3.00
Instructor's Guide For Developing Successful Speakers	6.00
Notes On How To Become A Successful Speaker	.50
Complete Course	$9.50

ARTHUR C. CROFT PUBLICATIONS

New London, Connecticut

A Date to Remember

APRIL 1-2, 1955

The Annual Convention
of
CENTRAL STATES
SPEECH ASSOCIATION

Hotel Jefferson
St. Louis, Missouri

Bradley University
DEPARTMENT OF SPEECH AND DRAMATIC ART
Peoria, Illinois

Offers
Courses leading to degrees: B.A.; B.S.; and M.A.
Special features:
Variety of Radio and Dramatic programs
Extensive Forensic Program
Clinical Training in Speech Correction, for public school, preschool clinics, and rehabilitation centers.
Graduate Assistantship, stipends up to $1,800.
FACULTY:
Lillian Aitchison, General Speech
Eugene Dybvig, Dramatic Activities
Bernice Tuell, Speech Correction
Lawrence E. Norton, Public Address
Roger Nebergall, Forensics
Henry Vanderheyden, Radio Activities
Clara K. Mawhinney, Speech Rehabilitation, and Chairman, Speech and Dramatic Art Dept.

The University of Nebraska
Department of Speech and Dramatic Art
announces
the Opening of the
Howell Memorial Theatre
A MODERN THEATRE PLANT
with
RCA sound equipment.
Fully equipped design rooms for costuming and scenery.
Electronic light control.
Experimental workshops for lighting and sound.
Outstanding facilities for production and graduate research in the Theatre Arts
UNIVERSITY THEATRE STAFF
DALLAS S. WILLIAMS, *Director*
MAX WHITTAKER, *Asst. Director*
JOHN TOLCH, *Technical Director*
FRANK BOCK, *Asst. Technical Director*
For further information write:
DR. LEROY T. LAASE, *Chairman*
Department of Speech and Dramatic Art
University of Nebraska, Lincoln 8, Nebraska

Dealing directly with the NUEA debate proposition for 1954-1955

AID, TRADE, and TARIFFS

Edited by Clifton H. Kreps, Jr. Reference Shelf Series
202 pp. $1.75

Aid, Trade, and Tariffs deals directly with the NUEA debate proposition for 1954-1955. It analyzes the pro's and con's relating to free trade, Europe's cry that they want "Trade—not Aid," and our own Congressmen's insistence on protecting domestic industries.

The articles reprinted are selected from such varying publications as: CIO *Economic Outlook, Harvard Business Review, Fortune, Yale Review, Foreign Commerce Weekly, and United States News and World Report.*

Authors include: Hans Landsberg, President Eisenhower, Bruno Foa, Henry Hazlitt, Jacob Viner, Howard R. Smith, Claudius T. Murchison, and Richard H. Anthony.

Recent and Forthcoming Reference Shelf Titles
($1.75 each or $7.00 for all 6)

AFRICA: THE RACIAL ISSUE (published)	**THE UN TODAY (published)**
FREEDOM AND LOYALTY IN OUR COLLEGES (published)	**THE CENSORSHIP OF BOOKS (published)**
REPRESENTATIVE AMERICAN SPEECHES: 1953-54 (published)	**DEFENSE AND NATIONAL SECURITY (December)**

THE H. W. WILSON COMPANY
950 University Avenue New York 52, New York

A sure guide
for effective oral communication

Practical Public Speaking

by Eugene E. White and Clair R. Henderlider

In this *practical* book, the authors cover the important aspects of public speaking—beginning with the simplest fundamentals of speech making and progressing through the principles and practices of speech preparation and delivery to special techniques for radio and TV. Written in a concise, informal and lively style, it is both *readable* and *teachable.* Valuable exercises are included. *365 pages. $3.50*

Tested techniques on
how to teach speech successfully

Teaching Speech in High Schools

by Willard J. Friederich and Ruth A. Wilcox

This book discusses the problems involved in teaching speech fundamentals, the relationship of speech to secondary education and the principles of evaluation of student effort. Excellent information on public speaking, discussion, debate, dramatics, theatre production, radio and TV, the assembly program, speech contests, and choral reading. Helpful checklists, charts and rating scales skillfully supplement the text. *475 pages. $4.75*

The Macmillan Company
60 FIFTH AVENUE, NEW YORK 11, N.Y.

Outstanding McGRAW-HILL *Books*

SPEECH:
Code, Meaning, and Communication

By JOHN W. BLACK, Ohio State University, and WILBUR E. MOORE, Central Michigan College of Education. **McGraw-Hill Series in Speech.** In press

A basic text concerned with fundamentals—the physiological and psychological bases of speech. The authors synthesize recent developments and apply them to general speech: they include general semantics, they draw upon information theory, and they make considerable use of probability.

Factual materials, such as sound, mechanism, acoustic code, vocabulary, organization, motion, and style of speech, are considered in a context of classroom performance.

There are numerous and varied "things to do"—or "Projects for Practice." These apply the text, amplify the text, argue with the text, and stimulate discussion. The concept of **intelligibility** is emphasized more strongly and **individual differences** are more generally considered. Materials from several allied fields are assembled and integrated to present a well-rounded and complete picture.

BASIC VOICE TRAINING FOR SPEECH

By ELISE HAHN, CHARLES W. LOMAS, DONALD E. HARGIS, and DANIEL VANDRAEGEN, University of California, Los Angeles. **McGraw-Hill Series in Speech.** 253 pages, $4.25

The significant feature of this basic text is the successful integration of drill material with scientific fundamentals.

It is designed to bring about improvement in the student's voice through development of his critical listening and understanding of his physical structure, his environment, and the personality factors influencing vocal habits.

Basic physiology of the vocal mechanism and the study of the production of speech sounds is introduced. Meaningful drills and realistic speech practice, based upon self-analysis, critical listening and observation are employed to bring about lasting improvement in the everyday use of speech. Concepts such as timing, melody, and quality (often treated as independent units) are integrated with sections on breathing, phonation, and resonation.

Send for copies on approval

McGraw-Hill Book Company, Inc.

330 West 42nd Street New York 36, N.Y.